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New York, August 21 and 28, 1880.

We invite attention to the change of address. We are now at 28 East 14th, and here we invite our friends. We have School Supplies and invite Correspondence concerning your needs in that direction. Our Education Agency is to be unexcelled—complete in all particulars.

### Ventilation.

Most of our school-rooms are but little superior to the Black Hole of Calcutta. The crazy old building, full of holes is the best; the tight new building will slay many an innocent. Few school-houses have any means of getting out the foul air, or of getting in pure air. The windows and doors are the only means, and will be for many years. Why cannot every teacher make use of them? Let each house open them wide, and set his pupils marching around the room to a cheerful song for three minutes; then let him resume the studies. This is the practice now with many good teachers, and it should be adopted by all. There is no excuse for neglecting this means for renewing the air of the room.

### Women Voters.

At Gifford's Station, on Staten Island, School Commissioner King had declared the old building unsafe, it also stood almost in the road, and there was no play-ground. It was clear to the people that they must either have a new house or move this one and fix it up. July 16th the ladies attended a lecture at the school-house by Mrs. Lillie D. Blake, President of the Woman's Suffrage Society. On the 17th an adjourned school meeting was held and the women presented themselves for the first time. Mr. Coyne, the clerk, had notified all women whose names were on the tax list. A committee was appointed to find a situa-

tion for a new building and estimate its cost. Two ladies, Mrs. Sarah A. Colon and Mrs. Elinor Brown were put on the committee of five; the meeting then adjourned. On the 31st another meeting was held; the house was full. Mrs. Preston, of Middletown, was there, and before the meeting told how the women in her town had not only voted, but had elected a member of the school board. The committee reported, and it was decided to buy a lot across the road for \$300. Then came the question of building a new house, or remodeling the old one, and it was decided to remodel. Then about moving the building—some wanted to advertise for proposals. Mrs. Brown moved to lay that on the table, and it was done.

The behavior of the women was admirable. They contributed to the interest of the meeting. In every district the women should attend the school meetings. We hope the time is coming when some of the wooden-headed men trustees will be replaced by earnest women, who will knock "politics in the schools" on the head, and insist on the appointment of teachers who have skill in all cases.

### Women as Trustees.

The day is coming when women will be found as trustees of our schools. And we think the schools will be benefited. The plan of putting in teachers to please certain politicians will then come to an end—at least, we don't think the schools will be used as unscrupulously for that purpose as they are now used. Said one trustee of this city, "Mr. A—— is the man we want, but we must go for Mr. B——, for he is the man 'the Boss' wants to go in." The story of the degradation of the public schools of this metropolis can never be written, and it is well it cannot. It would be a dark affair. It is the same in every city and large town.

Politics! politics! and these smear everything they touch. We believe women to have more conscience than men, and that they will ignore politics when they shall come to act as trustees of the interests of the children. Again, we believe that women will use a better judgment in selecting a teacher; they would not do worse could they.

The teacher should be weighed as to his total influence—and this the mothers will do. They will not stand over ten dollars more per month if thereby they get a teacher worth twice as much.

### The Superintendent.

In the development of our school system it has been found necessary to have officers to supervise the work of the teachers; so that every city of considerable size has a School Superintendent. If these gentlemen are able, practical and earnest educators, they do a great service to education—and there are a goodly number of such. And then it must be added, there are a very large number of those who are doing an incalculable amount of damage.

1. *The political superintendent.* In some cities the office is given as a reward for political service; it is taken because it has a comfortable salary attached to it. The man has no sympathy with the children, the teacher or the work. We drew the portrait of one such in these pages sometime since; on its being shown him by a teacher, it made him so angry that he coveted the power to compel the teachers to subscribe no longer. Such a man exists only to aid in "getting places" for persons whose influence he desires.

2. *The machine superintendent.* There is many a man who has found out he cannot teach himself, but who, nevertheless, believes he can superintend those who can. He marks out a course of study; one class is to follow on after another; so much mathematics in class No. 1; so much in No. 2, and so on. There must be no variations on peril of dismissal. Give him 1,000 children to start with in the Primary grade and he believes, if the child will only continue to come to school, that he will have a perfect education! The quality of the teaching, the most important thing of all, he never takes into consideration. Such men are scattered all over the country; they suppose themselves to be doing a very great work. They obtain reports that show how many pupils are in a class, the number of days they attend, and record them in a

book, and their work to be done. It is this class that resist progress. They don't believe in *methods*; they opposed Horace Mann, and all that, for did he not attempt an improvement? They hang like millstones on the neck of all who would advance. The A B C method? That is good, they declare! The Object System? That is one of the new-fangled schemes. The Quincy Method? Nothing but enthusiasm. And, so these men stand, as did the lions in the way of Christian. They "believe in learning the words of the book—the meaning will come some time."

Now, a good superintendent is hard to find. He must be able to inspire and encourage and positively aid his teachers. He will labor in season and out of season to imbue them with correct and broad ideas of the needs of the children. He will seek to have every child better and wiser for each day's stay in the school-room. The question he will continually ask "What more can I do for the children?"

### Women as Voters at School Meetings.

The law passed Feb. 12, 1880, provides that sex shall not disqualify any person from voting at any school meeting who has the other qualifications. If this means anything, it means that women possess the same right to vote as men when they have the same qualifications. Hence, what qualifications are required of men? There are seven, as follows:

1. Every resident of a neighborhood or district who has a child residing with him, attending the school, or who has \$50 worth of personal property liable to school tax, and to execution therefor, and who, if challenged, swears to either of these facts, shall be allowed to vote at the school meeting, if such person is *authorized to vote at town meetings.*

2. All persons are authorized to vote at town meetings who are qualified by the Constitution to vote for elective officers; and the Constitution qualifies to vote for elective officers every male person aged 21, a citizen ten days, a resident in the State one year, in the county four months and in the district where he offers his vote 30 days—is entitled to vote for.

3. Hence, a woman who has the other qualifications (besides sex) for voting at town meetings is entitled to vote at school meetings. If she is challenged she can take the oath that she is qualified.

That is, (1) Every woman can vote if she is the parent or guardian of a child who has attended the school; if she is a citizen; is 21 years old; has resided in the district 30 days, in the county 4 months, in the State one year. (2) If not a parent or guardian she may still vote, if she has \$50 worth of personal property liable to school-tax and to execution therefor.

The question whether a woman is a citizen or not will arise. Of course, those who are of foreign birth are not, unless they comply with the legal requirements, but all who were born in this country, women as well as men are citizens in the eye of the law.

THE HEAVENS.—We are soon to enter upon a period when an occurrence will take place in the heavens which has not been known for more than eighteen centuries. Jupiter, Uranus, Saturn, Neptune, are approaching their perihelion, that is drawing nearer and nearer to the sun, and some minds have fears as to the possible results. This event has happened several times before, and probably will happen often again, without causing the smallest inconvenience to any human being. The last occasion when a phenomenon similar to that which is about to happen occurred was at the beginning of last century, when all four of these wandering worlds neared the sun almost simultaneously. That was in 1708, and if there were any grounds for supposing that earthquakes and plagues attended these unusual events, history ought to inform us. Yet there is no satisfactory proof of the earth having been disturbed about that period. The perturbing power of these bodies is limited to slightly altering the orbit of the earth, and beyond that they have assumed toward our smaller planet an attitude of perfect complacency.



## THE SCHOOL-ROOM.

For the NEW YORK SCHOOL JOURNAL.

## Blackboards, etc.

There will be many a sad, dreary, forlorn, neglected school-house opened in September and October. Why the aesthetic wave has never touched the children's house is more than can be explained. But, fully nine-tenths of the buildings dedicated to education are dismal and repulsive. Of this fact all are well aware. Let us look to the furniture—in fact let us take just one piece at a time—the blackboard.

First, have you a blackboard, or an apology for one? If you have, why is it made of boards full of white cracks? Or is it so scratched and defaced that it is of no use even if the white seams did not gap so widely? Or is it a black wall or what was black once but now full of holes. In either case proceed to have it repaired. If you can do no better with the boards, knock off the end pieces and fetch the joints together, and then have it painted black. Of course if you can get slating, procure that, for it is far superior to the paint. Have the paint a *dead* black, no varnish. If the plaster is broken get some mortar and plaster it up, and then cover the whole surface with stout manila paper laid on like wall paper. When dry, lay on slating and you will have a perfect blackboard, or buy blackboard paper—it is not expensive. It is the same kind of paper referred to above (brown manila three feet wide, of any length,) but slated on one or both sides.

Let no one sit down and say he cannot do these things; they must be done or you will be crippled all winter long. You may not be able to arouse the trustees. But if you exhibit a wide-awake and earnest spirit we think you will. If you cannot, find some person of influence and take him to the building and show him the condition of things and explain your needs; and ask him to urge the supply of them on the trustees. What is the cost of a blackboard to the district? it will be but a few cents each.

The position of the board is of importance. In many schools it is put in an inconvenient place; it should be where it can be used at any and all times. It should not be too high for the young children or too low for the tall ones. It will be better if there is one specially fitted for the younger classes. The teacher needs a movable blackboard, one that can be wheeled out if necessary. And why not have these things? The answer is, the parsimony of the parents. But is this really the case? Do the teachers tell (1) the pupils of the needs of the school-room and (2) the parents? We fear not.

The blackboard should be supplied with neat rubbers and pointers. These last the boys will delight to furnish. They can be made of pine. A clapboard can be used. Have it sawed into strips an inch wide, and have these planed to a point and a hole burned in one end. Require a pupil to hang them up when used. Nothing is more untidy than a chalk-bestrewn floor, for the dirt then is an excuse, but the chalk was deliberately thrown on the floor. Have a suitable trough to catch the chalk and have this trough brushed out every morning into a box kept for the purpose. Brush and box should be in a special place.

As to rubbers, while home-made ones can be devised, it will pay to get some from school-supply stores. They cost from ten to fifteen cents each and can be sent by mail. On these should be tacked a piece of stout leather, so they can be hung up; they must not be thrown into the trough to become dusty. These brushes need cleaning at least once per day, and that should be in the morning. By thumping them against each other they are quickly cleaned.

Never tolerate scrawls or rude pictures on the blackboard. It is not uncommon to find the lines in mathematical work drawn too far below the figures, too long, too wide, not parallel, and with unhandsome ends, etc. Banish this kind of work—"a thing of beauty is a joy forever;" encourage the production of what is beautiful.

Lastly, let the teacher practice on the blackboard, so that her work occasions comment for its excellence. Very few can write straight, or draw neatly. If needful, let the teacher practice for an hour a day until her work is a model for the rest.

IN A DILEMMA.—A just and severe man in the olden time built a gallows on a bridge, and asked every passenger whether he was going. If he answered truly, he passed unharmed; if falsely, he was hanged on the gallows. One day a passenger, being asked the usual question, answered, "I am going to be hanged on the gallows." "Now," said the gallows builder, "if I hang this man, he will have answered truly, and ought not to have been hanged." History does not say what decision came to.

For the NEW YORK SCHOOL JOURNAL.

## Whispering.

Many teachers are fretted and troubled by the whispering of their pupils. They ask, "How can we stop whispering?" Suppose we put this in another aspect and ask "How shall we prevent their wanting to whisper?" The usual way is to have a rule against it and a penalty. So much is deducted from their standing, or they are made to stay in at recess or after school. But let the teacher give the pupils employment, and then they will not be likely to whisper. "An ounce of prevention is worth a pound of cure." It is not well to make a rule against whispering. Let the pupils know that you do not want it done, and then try the effect of employment. At all events do not consider the scholar as a reprobate if he will whisper. Reflect what you would do under the same circumstances; reflect further that teachers are very apt to whisper when together. And if a pupil whispers, it is not absolutely necessary to rap on your desk and look crossly at him. The world will not fall to pieces if one or ten whisper each day. Be brave then and do not be frightened if one whispers.

Let us now see how it can be stopped, for a school-room that is full of noise and confusion is an unsightly spectacle. Noise and study are incompatible. Explain this to the scholars and enlist their aid in the matter. Make them find that you want to make the room pleasant; that you do not want them to be troubled and harassed by others interrupting them. These plans may be tried to accustom the children to abstain from speaking.

(1) Ask them to go without whispering for a half hour, or hour, and at the end of that time ascertain who have succeeded, letting them raise their hands. Commend their success; give them a little rest, and then let them try another period.

(2) Have a period set apart for speaking, by having a large card marked, "Study Hour," on one side and "Needful Speech," on the other. At the end of each hour turn this card.

(3) Keep an eye on the noisy ones, and give them a separate place to sit, not so much as a punishment as to prevent them troubling others.

(4) Keep a record of those who whisper much, and class them as "Disorderly," and lower their standing for good behavior. This needs to be handled with care.

(5) Detain those who are noisy, and try to influence them by a kind personal talk.

(6) Appoint some of these as monitors.

(7) Give extra employment to those who seek to have time to whisper.

(8) Make a great distinction between those who whisper about their studies and those who whisper about mischief.

(9) Dismiss in the order of orderly conduct as you have noted it—saying I will dismiss in the classes—(a) "Those who have seemed to me to be successful in managing themselves; these may stand—James, Henry, etc. etc." After dismissing these—(b) "Those who have seemed to me to be moderately successful: these may stand—William, Mary, etc." After dismissing these. (c) "Those who have had the best success, these may stand—Susan, etc." Then dismiss these.

There are many other methods, but the above carefully applied and followed by close personal attention will generally suffice.

For the NEW YORK SCHOOL JOURNAL.

## The History Class.

Let it be clearly understood at the outset that the teaching of history is a work of time. When there is seen on a plan of study "A six weeks course in history," mark down on your tablets that nothing worthy will be accomplished. History must be attempted by *littles*, as everything else is attempted. It is as great a subject as arithmetic or geography; and it must be undertaken seriously.

Let us suppose the teacher has a class or school, and he has decided to teach history. He will of course undertake to be imbued with the spirit of history, so that the dry bones may be made to live. Let him begin by giving brief and connected statements concerning the rise and progress of the great monarchies—the Assyrian, Egyptian, Greek, Macedonian, Roman and Jewish. He should construct a map on paper 3x4 feet, which should be one of a series of historical charts. Let him endeavor to give a clear account of the settlement of Europe, the formation of the kingdoms and finally the discovery of America. Of

course, only the barest outline can be given, but if it be firmly fixed other material can be fastened thereto, and the result will be a consistent whole.

This will remind the teacher of house building; first, the frame, then to this, the outer boards are nailed; then the walls, and lastly the adornments. After the general structure is up let the teacher go all around and add relevant fact to fact, so that the history can be seen to grow under his hand. If the pupil chooses to read in his text book, let him do so, but do not give him a lesson to learn as yet.

The above method is not the method of the book; nor is a book at all suitable to be used to teach the elements of history. These must come from the living teacher; when the pupil begins to breathe the spirit of history, when he begins to see what nations have existed he will want to know more and more about them; he will then read without pressure—such reading will do him good.

No mention has been made of the extent of this course. It is only claimed that it should begin early in the secondary school (grammar), and each week, month, term, and year should see something added so that it will be a consistent, well-rounded affair at the close. If no beginning has been made, let the teacher mark out a course and plan to begin to-day to lay down the great beams of his historical structure. If he says he will only undertake American history, let him begin that in the same spirit and the same large design. No mistake is more fatal than to start out and have the pupil *very thorough*, as it is termed, with the text-book. This means to learn it word for word. Now, this is a very bad plan. Begin American history by showing there was an Aboriginal Period, a Discovery Period, a Settlement Period, a Colonial Period, a Revolutionary Period, and a Constitutional Period. Tell them something of each of these day by day until you begin with the book; then read something of each period, and finally consolidate their knowledge by questions and by requiring them to write what they can. Such a class will not pass an examination at the end of three months like the book followers, but try them in a year. In this study it will be found that "books are but helps."

For the NEW YORK SCHOOL JOURNAL.

## Keeping a Journal in your School.

By GEO. W. BENTLEY.

I have been in the habit of keeping a journal of the operations of my school-room; or rather a pupil is elected each week to do this work. I will give a sample of the journal, as I have the book before me:

JAN. 24, 1879.

The weather was very stormy, and four of the scholars Miss B. Barker, Miss R. Preston, Miss L. Winne, and John Leonard were absent. Four came late. The sixth chapter of Mark was read and we sang "The Shining Shore." Mr. Bentley then gave us an account of the way in which pictures are made, which was very interesting. Several asked questions. Pictures made on steel, copper, wood, and stone were shown to us. Then came the regular business. Mr. Belknap was appointed monitor. At recess James Wilson quarreled with George Murphy, and was deprived of his recess for this week. Mr. Bentley complained that many boys lacked courage, especially to own up when they had done wrong. At noon all took lunch in the school-room and we played games then. The Latin class read about Dido; it was in Virgil, and Mr. B. gave an interesting account of Carthage. We all felt that we should like to read Latin.

Before school was out Mr. B. asked how many of us were going to college, and six boys raised their hands; he said a liberal education was better than money. The order has been very good. The scholar who seems to try the most to help make things go right is Oscar Simmons.

HENRY EGNER, Sec'y.

The journal is read every morning right after the Bible and singing. It always interests the pupils. I have about forty pupils, and the older ones are chosen for secretaries. I never dictate what shall be put into the journal. Sometimes the record of several years back is read. One of the boys graduated at Williams College with honor, and his secretary's report was looked up. It teaches the boys how to write for one thing, and it gives dignity to the work they do. It gives positive pleasure to all the pupils besides.

EARTHQUAKES.—An earthquake at one of the Azores formed a new island, 18,000 square yards in extent. A severe earthquake also occurred in Switzerland. A other on the Philippine Islands lasting several days. Vesuvius had a slight volcanic outbreak.



Geographical Compositions.

I.

"MY NATIVE PLACE."

(In your description use the following "outlines," making a paragraph out of each heading. Mark a new paragraph by beginning the first line half an inch to the right of the left hand margin. At home, ask your parents what you do not know.)

1. SITUATION. { Name of place; in what State and country; on what river, lake, bay, or other water; near what city or town.
2. DESCRIPTION. { Size, population, trade, railroads, steamers, ships, mills, factories, farm products, lumber, live-stock, etc.
3. SPECIAL. { Mention any objects of special interest, such as mountains, parks, gardens, buildings, etc. Close with any interesting event in the history of the place.

II.

THE STATE IN WHICH I LIVE.

1. *Situation and size*.—In what part of our country; boundaries; comparative size; area in square miles.
  2. *Resources*.—Farm products; live-stock; mines; manufactures; commerce, etc.
  3. *Climate*.—Hot or cold; healthful or otherwise; snow, rain, etc.
  4. *The inhabitants*.—Population; occupations, etc.
  5. *Cities*.—Name the capital, and two or three chief cities, telling the situation of each, and stating something interesting about each.
  6. *Historical*.—When, where, and by whom was the State settled, adding any other facts of interest.
- (Compositions to be written at home, and read in the class as a reading lesson. Pupils will question their parents about facts required.)

III.

OUR COUNTRY.

- (Study your geography. Make a paragraph out of each "heading.")
1. *Situation and size*.—State in what part of the world; area, length and width; boundaries.
  2. *Physical features*.—Its three great natural divisions; chief mountain systems; five great rivers; great lakes.
  3. *Political divisions*.—Number of States and territories; sections, or groups into which they are divided.
  4. *Resources*.—Sources of wealth, such as mines, forests, fisheries, manufactures, farm products, commerce, etc., and the leading pursuits in the different sections.
  5. *Climate*.—Of the northern belt; southern; plateau region; Pacific coast.
  6. *Commerce*.—Chief exports and imports; the great commercial cities.
  7. *Historical*.—When settled and by whom; when made a nation; the people and government.
- (Teachers will require the corrected and re-written compositions to be read in class, as a reading lesson.)—JOHN SWETT, *Principal Girls' High Sch'l, San Francisco.*

Examination for N. Y. State Certificates.

JULY 27, 1880.

1. TIME.—The following subjects have allotted to them one hour for each, namely: Grammar and Analysis, Geography, American History, Physics, Arithmetic, Algebra, Geometry, General History, General Literature and Latin.

The following have one-half hour each, namely: Reading, Writing, Composition, Book-keeping, Rhetoric, Botany, Zoology, Physiology and Hygiene, Drawing, Methods, School Economy, Civil Government and School Law.

2. The written work of each candidate will afford the test in spelling.

3. A candidate to be entitled to a certificate must pass at least seventy-five per cent in each of the following subjects, namely: Reading, Spelling, Writing, Grammar and Analysis, Composition, Geography, American History, Arithmetic, Algebra, and Geometry (or Latin); and an average of seventy-five per cent in the other subjects, namely: Book-keeping, Rhetoric, Botany, Zoology, Physics, Physiology and Hygiene, Drawing, General History, General Literature, School Economy, Methods, Civil Government and School Law.

ARITHMETIC.

1. Give the table for square measure; and explain how you would develop the ideas and terms used therein, to a class of children.

2. State and demonstrate a rule for dividing one fraction by another.

3. The longitude of Boston is  $71^{\circ} 4'$  west, and that of New Orleans is  $89^{\circ} 2'$  west; what is the time at New Orleans when it is 7 o'clock 12 min., A.M., at Boston?

4. What will be the wages of 9 men for 11 days, if the wages of 6 men for 14 days be \$84?

5. For how much must I make my note at bank for three months at 6 per cent, in order to get from the bank just \$300?

6. Bought a horse for \$125, and sold it for 20 per cent advance; sold a carriage for \$125, gaining 25 per cent; sold a yoke of oxen for \$125, losing 20 per cent; bought ten sheep for \$125, and sold them at a loss of 25 per cent. What did I gain or lose on the whole?

7. Of two pieces of land, the one a circle 17 rods in diameter, the other a triangle whose hypotenuse is 30 rods, and whose base is 24 rods, which is the larger, and how much?

8. State and demonstrate a rule for finding the sum of an arithmetical series.

9. The length of a block of marble containing 105 cubic inches, is 7 inches; find the length of a similar block containing 22,680 cubic inches.

10. The sum of two fractions is  $\frac{11}{12}$ , and their difference  $\frac{1}{6}$ ; what are the fractions?

Oral Examination.

1. (a) What is the chief object in the study of arithmetic, and (b) how much of arithmetic, as found in our text-books do you consider necessary for the attainment of this object?

2. State briefly (a) how you would commence giving instruction in arithmetic to little children, and (b) what powers of mind you would seek to exercise in these first lessons.

3. State (a) the difference between a rule and a principle as they are used in arithmetic, and (b) the order in which they should be mastered by the pupil.

BOOK-KEEPING.

1. Name the books required in single entry, and give uses of each.

2. Enter the following transactions as you would in a day book, transfer them to a ledger and balance the account:

June 4, 1875, sold John Smith 4 lbs. of tea, at \$1.00 per lb.; June 7, 8 bbls. of flour, at \$5.00 per bbl.; June 10, 25 lbs. of sugar at 10c. per lb., and 10 yds. of cassimere, at \$2.00 per yd. June 12 he paid me \$8.00; June 14, his daughter Jane bought 10 yds. of calico, at 12c.; 50 yds. of sheeting, at 10c.; and a pair of gloves, at \$1.25; June 20, he paid \$10.00.

3. Make a bill of the above, enter a credit for the balance, and receipt the same.

4. Write a promissory note, a receipt for money paid on account, and a bank note, and name the parties to the last.

ALGEBRA.

1. Define Algebra, Simple Equation, Radical Equation, Quadratic Equation, and explain the methods of transposing and reducing terms in a simple equation.

2. Find the values of  $x$ ,  $y$ , and  $z$  in the following equations, and name the different methods of eliminating the unknown quantities:  $7x - 3y = a$ ;  $5y - 11x = a$ ;  $9y - 5z = a$ .

3. The sum of the squares of two numbers is 131; the sum of their 6th powers is 793; what are the numbers?

4. To what form is every complete Quadratic Equation reducible? Explain the methods of completing the square.

5. Find the value of  $x$  in the equation  $\frac{2\sqrt{x+2}}{4+\sqrt{x}} = \frac{4-\sqrt{x}}{\sqrt{x}}$

6. What is the sum of  $\sqrt{\frac{1}{2}}$  and  $\sqrt{\frac{3}{2}}$ ?

7. If a certain number be divided by the product of its digits, the quotient will be three; and if 18 be added to the number, the digits will be inverted. What is the number?

8. What is the square root of  $4x^4 + 12x^3 + 5x^2 - 2x + 1$ ?

9. Find the values of  $x$  and  $y$  in the equations  $x + y = 10$ ;  $\sqrt{x} + \sqrt{y} = \frac{5}{2}$

10. A board ten feet long in the form of a right-angled triangle, is twelve inches wide at one end and tapers regularly to a point at the other; where shall it be cut parallel to its broad end, so as to divide it into equal parts?

GEOMETRY.

1. Name and describe ten geometric figures of two dimensions.

2. Name and describe five geometric solids.

3. What is the comparative magnitude of the sum of the angles of a triangle, and the sum of the interior angles of a pentagon? Give proof.

4. How are angles measured, and what is the measure of an angle inscribed in a circle? Give proof.

5. How may the area of any triangle be measured? Give proof.

6. Show how any line may be divided into equal parts? Give proof.

7. How does the square inscribed upon the diagonal of a square compare with the square itself? Give proof.

8. Show the relations between the diameter of a circle and the sides of a regular inscribed hexagon.

9. Considering the earth a perfect sphere, at what latitude is a degree of longitude just half the length of a degree at the equator? Give proof.

10. What geometric instruction should precede the formal reasoning processes in Geometry?

GEOGRAPHY.

1. Draw an outline map of North America and show (by the drawing, or verbally) its general natural divisions, with the reliefs, drainage and slopes of each.

2. State what you know of the geographical distribution of coal and iron in the United States.

3. Compare the corresponding latitudes of Europe and North America in regard to climate, and explain the cause for any existing differences.

4. Name and locate five of the principal lake and river ports of the United States outside of New York State.

5. Name and locate five of the principal cities of New York State, and give the reasons for their location and the leading industries of each.

6. What causes affect the rain-fall on the western coast of South America, and how?

7. What is the climate of Quito, and why?

8. Draw an outline to represent a hemisphere, showing equator, tropics and polar circles, naming each; also the divisions made by them, and giving the width of each such division.

9. Explain the cause of the position of the tropics and polar circles.

10. Name and locate five of the principal seaports of Europe.

Oral Examination.

1. What ideas do you think should be developed in the first lessons in geography?

2. How should these ideas be presented?

3. What faculties of the pupil should be chiefly brought into exercise in the study of primary geography?

4. At what point in a school course should the study of geography be introduced?

PHYSICS.

1. Enumerate the different forces which we see in action around us, and give the characteristics of each.

2. What is the law of gravitation?

3. Give the laws in regard to the pressure of liquids as to direction and force, and show some application to the mechanic arts.

4. Describe the action of a common pump, and describe the construction and uses of a scientific instrument which operates on the same principle.

5. Explain the action and causes of intermittent springs.

6. Explain the nature of sound, and give its rate of transmission, and the causes of difference in pitch of sound.

7. Explain the theory of heat, its general effect upon bodies, and the different ways of its transmission.

8. What is light and how is it transmitted?

9. Explain reflection and refraction of light.

10. Give an account of the means and results of decomposing light.

ENGLISH GRAMMAR.

Life may be given in many ways,

And loyalty to truth be sealed

As bravely in the closet as the field,

So generous is fate;

But then to stand beside her

When craven churls deride her,

To front a lie in arms and not to yield,—

That shows, methinks, God's plan

And measure of a stalwart man,

Limbed like the old heroic breeds,

Who stands self-poised on manhood's solid earth

Not forced to frame excuses for his birth,

Fed from within with all the strength he needs.

[Tribute to Lincoln.—LOWELL.]



1. What is the meaning of the first line of the above extract?
2. Parse each italicized word.
3. Give a prepositional phrase in the seventh line, and tell its use.
4. Give a general analysis of the last six lines.
5. Give the different forms assumed by the prefixes *in* and *ad* in compositions, and illustrate by examples.

## ORAL EXAMINATION.

6. What are the objects of language exercises, and in what way is the use of language best acquired?
7. What faculties are exercised in its study, and at what stage of the pupil's progress should it be introduced?
8. What are the relations of language to knowledge, and what is the relative importance of each in a school course?
9. What attention should be given to the analysis and history of words, and how and when should such analysis be taught?
10. What is grammar, and what place should it have in a school course?

## COMPOSITION.

1. What is the general object to be attained by exercises in composition, and how should they be introduced into school?
2. Show how composition may be directly connected with object lessons, and how simple expressions may be changed to complex.
3. What educational advantages will come from the pupils writing the incidents of the day as they occur?
4. Enumerate all the advantages arising from making composition a daily exercise.
5. How should familiar subjects be treated in class before they are assigned as subjects of composition?
6. What care should be exercised in regard to criticism generally?
7. How may the details of letter writing, both in form and substance, be most successfully taught?
8. Give some of the classes of subjects which may appropriately form the basis of primary composition exercises.
9. In what manner may composition be associated with all the other branches taught in school and what good would come from the association?
10. In advanced composition work, what is the benefit of making analytic outline statements, and what principles should be observed in the divisions and arrangements of the subject?

## PENMANSHIP.

1. Make the elements or principles used in forming the capitals and small letters.
2. Give the rules for the position, slant, height and width of the letters.
3. What position at the desk, in writing, do you prefer, and why?
4. At what age, and how, would you have young pupils write?

## UNITED STATES HISTORY.

1. What conflicting claims were originally made in regard to the territory of the New World, and upon what were they based?
2. Give some account of the conflict between the French and English for the possession of this country; the theater of its action, and its results.
3. Give the name of the greatest man who took part in this struggle, and a sketch of his subsequent career.
4. Give a brief account of Burgoyne's expedition.
5. Name the great diplomat, the great financier, the most noted naval commander, six prominent statesmen, and six generals of the Revolutionary Period.
6. What political parties arose at the close of the Revolution, and what principles did each represent?
7. State three prominent events of Jefferson's administration.
8. Give briefly, the causes of our late civil war, the principal operations belonging to it, and its results.
9. Name the most important inventions that have been made by Americans.
10. Give some account of a great work of internal improvement made by the State of New York; its origin and results.

## CAESAR.

Caesar, equitatu praemisso, subequabatur omnibus copiis; sed ratio ordoque agminis aliter se habebat, ac Belgae ad Nervios detulerant. Nam, quod ad hostes appropinquabat, consuetudine sua Caesar sex legiones expeditas duce-

bat: post eas totius exercitus impedimenta collocarat: inde duae legiones, quae proxime conscriptae erant, totum agmen clauderant praesidioque impeditis erant. Equites nostri, cum funditoribus sagittariisque flumen transgressi, cum hostium equitatu proelium commiserunt.

1. Translate the above extract into good English.
2. How can you best render equitatu praemisso?
3. Give the principal parts of the first five verbs.
4. Account for the form of collocarat.
5. Inflect the present indicative of detulerant.
6. Decline equitatu, and explain its form.
7. Analyze the sentence, Equites nostri cum, etc.
8. Parse transgressi.

Ariovistus ad postulata Caesaris pauca respondit; de suis virtutibus multa praedicavit; Transisse Rhenum sese non sua sponte, sed rogatum et accessitum a Gallis; non sine magna spe magnisque praemiis domum propinquoque reliquisse; sedes habere in Gallia ab ipsis concessas, obsides ipsorum voluntate datos; stipendium capere jure belli, quod victores victis imponere consuevit.

9. Give free translation.
10. Give the principal parts of transisse and reliquisse.
11. Account for the form of sese.
12. Decline the first four nouns.
13. Parse concessas, datos, capere and consuevit.
14. State briefly what you know of Ariovistus.
15. What Latin authors have you read?

Concluded in next No.

## EDUCATIONAL NOTES.

## NEW YORK CITY.

THE Art Student's League, 108 Fifth avenue, opens its 1880-81 season Oct. 4. Mr. Wm. Sartain has been secured as instructor in the life classes; Mr. Wm. M. Chase for portrait classes; Mr. Walter Shirlaw, composition; Mr. J. C. Beckwith, drawing from the antique; Mr. J. S. Hartley, modelling and artistic anatomy; Mr. F. Dielman, perspective. A fine list of some of our best artists. We advise students who think of entering the League to make an early application, as the classes promise to be very full.

## ELSEWHERE.

FROM all over Iowa comes the cheering news of an advance in teachers' salaries.

THE total amount of school taxes collected in North Carolina last year was \$332,757.38. Of this sum \$64,696.51 were collected from black polls.

SUPR. Mary L. Carpenter has sent out circulars to the teachers of Winnebago County, Ill., calling attention to the premiums offered by the State Agricultural Board for school work to be exhibited at Springfield in September.

SPRINGVILLE, N. Y.—The semi centennial celebration of the opening of the academy, founded 1830, will take place Sept. 1 and 2. Addresses by the graduates, by Prof. D. H. Cochran of Brooklyn, Supt. A. G. Rice, Geo. W. Clinton, of Buffalo, and others.

ILLINOIS.—The Williamson County Institute (at Marion) commenced July 12, lasting two weeks, and was very successful. Prof. D. G. Ray of Louisville was the conductor. Our correspondent writes that the educational interest is on the increase in the county.

WISCONSIN during the past year has expended \$2,513, 301.83 upon her public schools, which have been largely increased both in number and efficiency. The State has 5,567 school districts, not including the independent cities, which number 27. The school population is 483,453; the attendance during the year was 293,286.

AN educational exhibit will be held at the Thirty-second Annual State Fair of the Michigan State Agricultural Society. Specimens of drawing, mathematics, penmanship, plans for ventilation and general school work will be received. G. A. Gower, Lansing, Mich., who is the Superintendent of Public Instruction, should be addressed for further information.

NO TEACHER'S CLASSES IN THE ACADEMIES.—Daniel J. Pratt, assistant secretary of the Regent, informs us that the money to be used for teachers' classes in academies is not in an available shape to be used; therefore, there will be no classes this fall unless they are continued at the expense of the academies themselves. The funds will be reached in the spring, it is expected.

ON class day at Harvard College, the poet referred to the "Annex" in this manner:

"And from that other Harvard called 'Annex,'  
Which means a Harvard for the gentler sex,

Why are we separate? Since Adam, it is clear,  
Closer and closer we've been drawing near,  
Until, alike in ulster and felt hat,  
Collars and cuffs, white front, and this and that—  
Without lorgnette 'tis difficult to tell  
A swinging spinster from a Harvard swell!"

THE catalogue of the University of Cincinnati for the academic year 1880-81 shows 22 instructors and 422 students. The students are of both sexes—more than half are females—and instruction is free to residents of Cincinnati. There are five undergraduate courses of study: the classical, the scientific, that in letters, that in civil engineering, and the normal. There are also elective and special studies and post-graduate courses. The foreign languages taught are French, German, Latin, Greek, and Arabic; and there is a fully organized school of design, in which instruction is free to *bona-fide* residents of Cincinnati.

PROFESSOR Baldwin, of the Kirksville Normal School, Missouri, said recently at the State Teachers' Association, that "at least one-half of the teachers of the country are mere school-keepers. One-half the better class of teachers, he added, either fall into ruts or else leave the school-room for some other profession. Only one-fourth of the children of this republic are in the hands of live, competent teachers. The school-boys and girls of this winter are our teachers next winter. They assume the duties of the school-room without any preparation for the great work incumbent upon them, and with little or no interest in their calling."

These words are as true as the Gospel, and should have been said long ago. For some reason there seems to be an obstinacy, exceeding that credited to the mule, in holding on to our present plan of supplying teachers to the schools. The heathen needs missionaries, but not half as bad as our schools need teachers—real teachers.

THE graduating exercises at Philips' Academy, Andover, Mass., took place June 22nd. Twenty orations were delivered interspersed with music. The "Parting Ode," by John Brainerd Wilson, was as follows:

Classmates, now our work is finished,

We must say farewell to-day;

May the hand of God direct us,

Is the prayer that now we pray.

All the years we've toiled together

God has brought us on our way.

Dear old Philips, thee we'll cherish

And for all thy friendships yearn,

As we think of joys departed,—

Joys that never will return.

May thy noble words "Non sibi"

In our hearts with brightness burn.

Soon we leave thy halls of learning,

Soon we try life's unknown sea;

But our love for thee shall never

Lessen, wherever we be:

Thou hast been our Alma Mater,—

Filial love we pledge to thee.

As we gaze into the future,

Hopful expectations rise;

"Strength of manhood joined with culture"

Be for us the noble prize!

Gain we strength by this our watchword,

Till we meet beyond the skies!

RICHMOND Co., N. Y.—Com. C. H. King, M.D., has sent in his annual report, and it contains some plain talk. Of the school-houses about forty per cent are fit either by location, surroundings or ventilation, for their present use; parents or guardians are not aware of the manner in which their children are huddled together in close, overcrowded, unhealthy apartments and forced to breathe again and again impure and noxious air for five or six hours during five days of each week. In many instances a thermometer is unknown in our school-rooms, the very important subject of drainage is entirely overlooked; while the out-buildings are located too near the school-houses. Of the twenty-eight districts in this county, but fifteen have their school-houses surrounded by a fence, while some of them are located on a highway, or still worse, on the corner of two noisy, dusty streets, with no playgrounds attached. Our county can boast of an energetic corps of teachers, none of whom are overpaid, but who are faithfully endeavoring to bring to light the latent beauties of free education, which has no equal on the face of the globe save the kindred blessing, liberty. Our teachers' Institute was held April 21. Upwards of ninety-five per cent of the teachers were present, and the week was pleasantly and profitably spent under the admirable instruction of Profs. C. T. Barnes and John Kennedy, and it is hoped that these gentlemen will be present with us another year. In some of the districts, I regret to say the sexes are taught in separate departments. I can see no benefit from this plan.



**SUMMER SCHOOL OF PHILOSOPHY.**—The summer school of Philosophy, which was established last year at "Orchard House," Concord, Mass., by A. Bronson Alcott, opened its second term on Monday, July 12, in a chapel which, through the liberality of a well-known lady, has been built for the use of the school. The chapel is a one-story, frame building, of white spruce and hemlock, thirty six by twenty-five feet, with high, gothic-pointed roof, not ceiled. It has seats for about two hundred persons. There is a platform at one end, upon which is placed a small black walnut table, behind which is a plain settee, with two pine chairs, while overhead is hung Volpato's engraving of Raphael's "School of Athens." Along the sides of the chapel are various busts—Pestalozzi, Anaxagoras, Plato and a medallion relief of Thoreau. A half dozen bracket lamps are hung up, suggesting the student's "midnight oil." The seats are fresh, plain pine chairs, fastened together in sections. At one end a comfortable open fire place greets the eye, designed for use on damp, chilly days in the summer. The faculty of the school is constituted as follows: A. Bronson Alcott, Dean; Mr. S. H. Emery, jr., Director; Mr. F. B. Sanborn, secretary; Ralph Waldo Emerson, Dr. H. K. Jones, D. J. Snyder, Rev. John S. Kidney, D.D., Rev. Dr. Bartol, Rev. W. H. Channing, D.D., of London, England; Dr. Elisha Mulford, Mrs. Julia Ward Howe, Mrs. Edna D. Cheney, and others. The present summer term will extend from July 12 until Aug. 14. The school assemblies daily, morning and evening, except Saturday evenings; the session begins at nine a.m.; and half-past seven p.m.; the charges are \$3 for each student a week.

**IOWA.**—Butler Co.—Supt. Stewart says: "As the TEACHERS' INSTITUTE says, the defective teachers must be in attendance at the normal institute; they are the persons we want in the institute. One third of the schools of this county have been in the hands of this class of teachers during the present summer term. The practice of filling our schools with untried, green hands to experiment on our children will have to give way—must be abandoned, because it is absurd, illogical, a cruel and unjust waste of time and money. No good farmer will allow a green hand to put a s.o.e on his horse, but this same man will employ, every summer and every winter, green, inexperienced and untried persons to experiment on his own children and those of his neighbor. It becomes a question of grave moment whether a person who neglects the opportunities of the county institute, or who has not sufficient energy to overcome the ordinary difficulties in the way of attending has the desire for improvement, the energy and the will, which are necessary for successful teaching. There is no longer any reason why persons who desire to teach should not be conversant with the principles and practice of teaching, and the time has come when school officers should expect that when a person applies for his school, that he 'knows how to teach.' It is our candid opinion, formed and strengthened through our experience in the supervision of schools, that by far the greater number of mistakes and failures in teaching is attributable to the want of a consistent system, and of a practical knowledge of the duties involved, rather than to any essential lack of the knowledge imparted, however great, in general, that want may be. 'More depends upon the manner of imparting and enforcing truth, than upon the mere possession of it as such.' Hence the great importance of professional training, to supplement, to classify, and make vital the mere acquisition of knowledge in the several branches of study pursued in our schools."

## LETTERS.

To the Editor of the NEW YORK SCHOOL JOURNAL:

Having two months vacation, I went into Broome Co. to spend a part of it with some friends. On arriving I inquired about the schools of the vicinity, and was informed that about every other house furnished one or more "teachers," and that "you could hardly fire a stone in any direction without hitting a schoolmarm."

I visited one of the "schools" and listened attentively to the "teaching." In a geography class, the recitation was carried on like the following dialogue, as near as I can remember.

Teacher—What river flows into the Carribean sea?

Pupil—(No reply.)

T. Mag—

P. Mag—

T. Magda—

P. Magda—

T. Magdalena.

P. Magdalena.

T. Yes, that is it.

The pupil had had two whole "lessons" in a large Geography to learn, and consequently did not know anything about them; and the "teacher," not wishing to have a "failure," recited it herself, making a mere parrot of the pupil. The other pupils in the room were not indeed idle, but very busy whispering and laughing with each other across desks and aisles.

The people say "We have a pretty good school here this summer, but last winter we had a terrible school. Why, about all the teacher did last winter was to flirt with the large boys." If they call this a good school, what must last winter's "school" have been? And yet I found written in the Register over the Commissioner's signature entries like this: "Order good; pupils attentive; teacher kind and thorough."

The highest wages paid to a male teacher last winter in the rural school, is said to have been \$1.50 per day and he had over sixty pupils of all grades to teach. The schools have a winter and a summer term of three or four months each, and it is very seldom that the same teacher remains more than one term. The male teachers are mostly farmers in summer. Reading is taught by the old A B C method, and the teachers seem to have never heard of any other. I wonder what the Institute conductors have been doing in this county; and I wonder still more what the Commissioner has been doing. It seems that he has granted certificates to all applicants, whether they ever had any idea of teaching or not, and so the "teachers" have become so numerous that all the real teachers have been starved out. I was told that the first day after school meeting, as soon as it was known who had been elected trustee, a swarm of "teachers" would wait upon that dignitary, and he would, as a general thing, hire the "cheapest one." And so the schools are run! What little money the people do pay might about as well be thrown into the sea. How the children learn as much as they do is a mystery; they must possess a great degree of natural smartness.

It seems to me that if the Commissioner would raise the standard of his examinations, or even introduce a few questions on methods, the "teachers" would not be so "thick" around here. People would then have to seek after a teacher instead of being overrun by them, and no doubt they would see that a teacher's service was worth more than that of a dairy girl. The commissioner might possibly not be re-elected, but he could certainly enjoy a clearer conscience, and it would not be a long time before a change would take place in the schools of Broome County.

X.

To the Editor of the NEW YORK SCHOOL JOURNAL:

I had the extreme good luck to see one of your papers, and liked it so well that I was obliged to subscribe for it. It contains priceless information which every teacher needs. In one article of your paper, one teacher says that you were hard on the teachers. You are not half hard enough. They deserve it, and more too. If a clerk is not fitted for his position, they turn him off. So with any other kind of business.

Near by is a teacher, a man of about fifty-five or sixty. They say that he was very smart when he was young, but he studied so much that he hurt his brain, and has been out of his mind. His eyes have a wild, queer expression, and he looks like a crazy man now. When he walks he reels, staggers and stumbles. He used to go by my house every day, and I thought for a long time that he was a drunken man. I used to lock the doors, until I found he was a teacher. In his own neighborhood he goes by the name of "Crazy ———." And yet, he is hired to teach this school!

Here then is a sample of some of our teachers. Why are such persons allowed to teach? The trouble is we have mere apologies for trustees, that know nothing about teachers. We cannot have good schools until we have good trustees. The county superintendents ought to look into this matter. There are a few sensible trustees who, when they get hold of a good teacher try to keep her. But in some of the districts they seem to hunt around to find the very poorest teachers that there are. I have spent a great deal of money in books on education, teaching, etc., among which is one valuable little book, "De Graff's School-Room Guide," and I would not part with it on any account. I would not part with one of my books on education, unless it were to give it to some teacher who is without it.

B. A.

To the Editor of the NEW YORK SCHOOL JOURNAL:

I have received the INSTITUTE for July, and find it full of valuable information and practical ideas for teachers. Indeed, so far as any acquaintance with the INSTITUTE goes it always is; but the great trouble is, only a few, comparatively, of the numbers who are "training" our future presidents and great men, ever read it. And there are very many who would not read any educational journal if it were sent to them free. I know this to be a fact, for I have lent papers and books to teachers who would return them, generally soiled and not unfrequently mutilated, and when asked their opinion about certain things mentioned or discussed in them, would say: "Well, I didn't read that. In fact, I did not read much of any in them. I can't find time to read as some can."

I know a young lady who has taught, or kept school for more than fifteen years, but who never took or read an educational journal till this summer. Her subscription to the INSTITUTE began with the June number, and she says "that she don't think it is so very good a paper after all." There are no stories in it probably.

To the Editor of the NEW YORK SCHOOL JOURNAL:

In the July number of the INSTITUTE you have an article headed "James A. Garfield." Now, there are many persons in this part of the country who do not approve of the education in which Gen. Garfield believes, and they do not wish to be examples of it themselves.

[REMARKS.—This anonymous letter demands a little attention. No one should allow a party spirit to prevent him from giving justice to whom justice is due. Any man who, against the stress of circumstances, determines to educate himself, and does do it, deserves honor, be he a Republican or Democrat. It is an example to others. Tell it far and wide, that a poor, fatherless boy, forced to work on the canal for a living, determined to go to college; that he worked his way, and that he afterwards was chosen to represent his State in the Senate of the United States. This is the glory of our institutions.]

To the Editor of the NEW YORK SCHOOL JOURNAL:

The INSTITUTE comes to hand regularly, and I am more than pleased with it. The information and instruction which it contains are of more practical value than those contained in any other educational journal it has ever been my privilege to examine. I would not do without it were its subscription price ten times as much. I will try to get you some subscribers, as I think I could not do a more beneficial act toward my fellow teachers in this vicinity.

W. C. M.

## EDUCATIONAL MISCELLANY.

### Oral Teaching—its Limits and Methods.

Mr. T. W. Bicknell, editor of the *New England Journal of Education*, offered a premium for the best essay on oral teaching. It was awarded to Hon. J. W. Dickinson, Superintendent of the Massachusetts schools. We select passages from this interesting essay:

"The immediate effect of presenting an object of thought to the mind is to occasion mental activity. This is true, whatever method of presenting it may be employed, or whatever ultimate end the one presenting may aim to secure. The activity will produce two results—knowledge, depending upon ideas and thoughts awakened, and an increased facility in acting, or mental culture. An end is that which is a good in itself, without reference to anything beyond itself. It may be shown that culture is an end; but as the mental activity which produces culture also produces knowledge, and as knowledge in turn excites activity, knowledge and culture may be called ends. That act, which consists in presenting objects and subjects to a mind so as to occasion the activity which produces knowledge and culture, is teaching. From this definition of teaching it seems to be the duty of the teacher to determine, first, what kind of activity and knowledge he would have his pupils exert and acquire; second, to select the proper occasions for this activity and knowledge; that is, to provide the proper objects of study. Third, to establish such relations between the mind of the pupil and these objects as to enable him to obtain the two ends for which he studies.

"The mind is so constituted that it cannot form new ideas, except the objects of them are first brought into its presence. It cannot think of the relation of parts and of elements, unless it first observes them related. It cannot know of wholes new in kind, unless they are first presented in themselves as wholes. Language can never be made the original source of knowledge of those things which



are simply represented by it. At best, language is only a system of signs, and it can never hold the relation of signs even, until the things signified are already known. If this simple truth was observed, it would radically modify all forms of what may properly be called teaching.

"The oral method of teaching is criticised by some who say that it must be limited to elementary knowledge of physical things; that it makes simple lecturers of teachers, and relieves the pupil from that mental labor necessary to the acquisition of mental strength; that it is faulty in not furnishing an opportunity to teach the pupil to learn from books; that it is a foe to all profound study; and that the teachers of the schools are so burdened with work that they have not time for its use.

"These criticisms arise partly from an ignorance of what true oral teaching is, partly from an observation upon the poor results produced by an unskillful use of the system, and partly from a knowledge of the great obstacles to be removed before the oral teacher can attain complete success. Oral teaching is not limited to elementary knowledge of physical things. It may be applied as literally to the grammar and rhetoric of language and to states of the mind, as to natural objects. It may have for its objects any kind of philosophy as well as any kind of facts. Whatever may be made an object or subject of thought can be presented by oral teaching to the mind of the student for his investigation and study. For these reasons, the method applies as well to the scholar about to graduate from the university as to the pupil learning his first lesson in the primary school. The true oral teacher does not make a lecturer of himself, nor does he by his method relieve his pupils from work. On the contrary, he conceals himself as fully as possible, by directing the minds of his pupils to the objects of their knowledge, and by doing nothing but direct. It is the great aim of the system to do nothing for the learner except to present to him the true object of thoughts, and to direct him toward the ends to be secured by his study, leaving him to think his own thoughts and to produce all required results.

#### PRODUCTIVE SCHOOLS.

"And, first, we need a change in our school economy. The time has come when we should put the internal life of all our schools under the superintending care of intelligent, enthusiastic, well-trained educators, who understand the philosophy of education. These men should turn their undivided attention toward establishing those conditions that must exist before schools of the most productive kind are possible. The conditions are, first, a better grading of the schools, which shall include the assigning, in many cases, of fewer pupils and fewer classes to each teacher. The schools should not be so small as to be wanting in that stimulus to activity which arises only from the presence of numbers; nor so large as to prevent teachers from applying their art in the most philosophic and thorough manner, and to every individual pupil.

"Another condition of a productive school is a course of studies adapted to the wants of the mind as its powers unfold themselves, and to furnish occasions for that knowledge which practical life demands. Our courses of studies are too generally constructed without much reference to the wants of the mind considered as an end unto itself, or as a useful instrument for obtaining useful ends outside itself. The schools spend too much time in teaching facts, and too little in teaching methods of study, or in that teaching which has moral character for its object.

"Still another condition is found in the means of teaching. Natural objects, apparatus and books are the necessary means of good teaching. Without them the teacher, if required to impart knowledge, or occasion mental culture, or communicate a method of activity, is put to an impossible task.

"And, lastly, there must be good teachers in the schools, or good schools will not appear although all other conditions abound. A teacher perhaps should be considered the cause of a school, rather than a condition necessary to enable the cause to produce its legitimate effect. It is in vain that we strive for good schools if either the cause or condition is wanting. It requires an abundance of natural gifts, a large amount of elementary and scientific knowledge, a thorough training for professional skill, and a successful experience, to constitute a good teacher. A teacher thus prepared for his work is supplied with the means and conditions of teaching, and, if sustained by the wisdom and power of an educated superintendence, will be able and inclined to teach with a true method. He will teach so that his pupils can think and discover the truth; so that they shall think in such a manner as to acquire a facility

in thinking; and so that the facility shall be accompanied with those emotions which lead to a choice of the best ends. And more than this, as he trains his pupil into strength and beauty, and establishes such relations between him and the true objects of his thoughts that the pupil can fill his own mind with accurate knowledge: as he produces these results, he can at the same time communicate a method of study which will enable the pupil to go on alone after his school-days are over. The vital interests of the State and of individual men should call the attention of the State and of individuals to that organization and administration as the schools that will cause them to produce the best results of which they are capable.

"Good schools are the natural results of good teaching. They never come of good school houses, or good courses of studies, or good superintendence, or good discourses on the philosophy of education, taken alone. All these external means may be useful and necessary as conditions; but good teachers, guided by a true method, constitute the efficient cause of all good schools. With a true method of work, a teacher possessing those inherited gifts which are the germs necessary to every proper human development; and that professional skill which comes only by study and experience; and possessing the proper means of teaching, will be sure of moulding his pupils into good citizens, and successful individual men and women, for he will cultivate in them the power of finding the truth, and the inclination to choose it after it is found."

**SECRET SOCIETIES IN COLLEGE.**—Herr von Puttkamer, the Prussian Minister of Education, has been collecting facts regarding education in Prussia. He is very severe on the associations which may be likened to the secret societies in the colleges of the United States. There is a vast amount of drinking and smoking connected with them. The drinking, it is true, is principally of beer of a light quality, and the chief characteristic of the tobacco is its decidedly inferior character. There is, also, no small amount of duelling carried on, and a slashed cheek is still a sign of distinction. The preparatory schools imitate to the best of their ability the higher forms of the universities. Prussia is covered with a network of educational secret societies all more or less connected together. He states that in many cases it can be proved "the proceedings at these drinking parties have degenerated into filth and common immorality." A universal maxim among these societies is, that lying is an obligation of honor to be discharged at every risk. Terrorism is also exercised. He complains that the teachers neglect their duty in the matter, because they themselves are members of kindred associations. Determined to break these societies up, they are prohibited, except such as are distinctly sanctioned by the director of the school. The strictest severity is to be exercised towards all unauthorized associations. The youth expelled for an aggravated offence connected with the associations will be marked by the police, and becomes a suspected person.

**PHOTOGRAPHS.**—The JOURNAL reporter spent a very pleasant hour at 704 Broadway, looking at the photographs of persons who have achieved reputations as musicians, poets, statesmen, sculptors, journalists, orators, singers, or who have in any way made their names known, even by going without food for forty days, or sitting for a picture over three hundred times. Mr. Fay has a very admirable collection of portraits, cabinet and carte sizes, and his thorough knowledge of the name of each one, and generally some points of the life, make his attendance particularly agreeable. The nobility of Europe occupy one case; the Queen's cabinet, the English writers, Ruskin, Carlyle, Browning, Darwin, Braddon; the great painters, Van Dyke, Rembrandt, Guido, Murillo; American actors, Booth, Jefferson, Wallack, Murdoch, Sothern, Coghlan; the composers of music, Beethoven, Mozart, Mendelssohn, Haydn, Chopin; Beecher, Taylor, Crosby, Talmage, Deems, of the leading preachers; Miss Alcott, Mrs. Dodge, Helen Hunt, Jean Ingelow, and even Victoria Woodhull, are purchased. A French lady was examining some of the portraits of her countrymen. She said of Chopin, "It is so good. Just like him, only he was emaciated, terribly, from illness. Ah! here is Mme. Guiccoli, Byron's love. Beautiful. Her hand, at sixty years, was the handsomest in France." Louis Napoleon, the prince imperial, who was killed in Zululand, she said looked much at nineteen as he did at seven, when she saw him. A gentleman came in to see if another of Maud Branscombe's photographs had appeared. He already had two hundred and five.

## FOR THE HOME.

### The Old Red School-House.

BY JOHN R. DENNIS.

CHAP. I.

The "Seymour destrict" was so called because the school-house stood nearest to Nat Seymour's house. The building had once been painted red, but that was a long time ago; it stood beside the main road, back from the side of the street just one rod; the fence ran to the front corners of the house, so that the play-ground was just twenty feet wide and one rod long. The out house and the wood house also fronted on this cheerless, wholly-neglected yard. Nat Seymour's family consisted of three boys, David, Charles and Joseph, and a daughter, Maria; there was besides, that not uncommon inmate, a "bound boy," Henry Adams. As usual with this class, he was the son of a widow who had more children than she could support, and so she had "put out" Henry with Mr. Seymour; he promising to "bring him up until he was twenty-one, to send him to school three months each year until he could cipher to the rule of three, to give him two suits of clothes, a Bible, and \$100." Before his entering Mr. Seymour's family, Henry had been with an invalid aunt, who had taught him to read, and, far more, had planted in his mind a desire "to make something of himself." He had daily read to her a chapter from the Bible, and her comments on the verses were of a kind that made deep and permanent impressions.

Phillip Stoddard had been hired as the teacher. He lived in the upper end of the "destrict" and worked on his uncle's farm in the summer. He was trying to lay by enough to buy a farm, so it was said; and if hard work would do it he would, it was plain, be successful. This was his second winter "at teaching;" he began in the "Barnes destrict," about five miles off, and it was reported that he kept a "still school." To keep a school so that "you can hear a pin drop" is even now in many parts of the country the standard of excellence. Mr. Stoddard had boasted of reaching this summit of glory, and so he was hired in the "Seymour destrict"—for it was beginning to have a bad reputation.

Just why it should have a bad reputation is not clear. The parents were all regular attendants at church, and there was preaching in the school-house every Sunday evening. There was not a family that fastened their doors or windows at night, and yet the boys were unruly at school. About ten years before this, a lame student from Arnold college taught them; his eye that burned with a wild luster, his high forehead, his impetuous spirit, awoke a response in every heart, and a half dozen boys got ready for college. This was a notable era. That one who did not weigh a hundred pounds could manage those stalwart young fellows seemed incredible to the farmers; but he did it admirably. Philip Stoddard was quite of another sort.

"I'll tame 'em down, mark my words," was his reply when the trustees referred to the turbulent reign of his predecessor.

School opened. About forty boys and girls were present, little and big. The master made his triumphal entrance, bearing a heavy ruler in his hand. Rapping on the table he began, "Get your seats; be in order; school is open."

A general rush and scramble followed the command.

"That's my seat," said Warren Crandall.

"It's mine; I was here first and put my books there," said Charles Seymour.

And to maintain their claims each essayed his utmost force.

"Come out on the floor," shouted the master.

Next began an examination of the classes.

"What class was you in?" was the usual test question. It was a short task, and then the reading began. When the geography class was called Joseph Seymour presented his book. "More'n thirty pages got torn out, and father says I ain't to study geography until the rest of the class got to page thirty-four."

To this no defence could be made, and so he sat down contented. Next Warren Crandall said, "My geography is Mitchell's—it ain't like the rest."

"Well, you must look over with some one."

"Father said I might trade it in the next 'destrict,' perhaps."

The schoolmaster's heavy ruler produced a marked effect for several days, but his threats were more effective still. To "govern his school" was his uppermost thought. As the young men increased in numbers as the fall work was done, he found this no easy task. The close and poisonous air of the room, their long confinement, the hard benches, the uninteresting employment, the impulse to activity, all combined to make them restless. The master, in common with the parents in those days, thought it was the "devil in them" and resolved at the first opportunity to beat it out by main force.

He had made several ominous speeches, but as the causes above enumerated continued to exist, the effects continued to make their appearance. First among his rules was, "no whispering." By carrying the ruler under his left arm ready for use, and by great watchfulness, he had, as he supposed, broken up the sinful habit. A lad had a book before his face and the master noted that his neighbor's face wore a look of intelligence.

"Napoleon Wilcox, you are whispering, come here—What was you a saying? Speak out, or I'll thrash your hide off you."

"Not much of anything"—was the reply.

"So much the worse—breaking the rules for not much of anything. What did he say to you, Warren?"

"He said 'the teacher at the 'Corners' knows a darned sight more than you do.'"

"Just about a dozen words, you said, and so you'll get a dozen cracks with my ruler." The blows were administered, delighting all but the small boys and the girls—for anything was welcome that would break the tiresome monotony of the school-room.

"Joggling me," cried out a boy in the corner. "Henry Townsend is making me write bad."

"Henry Townsend may sit under the table." This boy, being a tall, awkward fellow, had hard work to get into his place of punishment and brings down peals of laughter.

"Take your books along with you; you musn't waste your



time; your time is precious.— Who's making such a noise with his feet?"

"It's Isaac Powell."

"Please, sir, my feet are cold."

"You shall sit by the stove then." Saying this, Isaac, with a thick coat on, but with poor shoes, is placed close to the hot stove. The heat is grateful at first, but becoming oppressive, he hitches back.

"Sit right up to that stove; you said you were cold," and so the boy is fairly roasted before recess-time ends the imitation of the punishments of Nero.

Among the scholars was a girl—a stout, buxom, red-cheeked girl, the daughter of a family that had lately arrived from England; she was known as the "English girl." She was so astonished at the incidents attending school life in America that she very easily broke the cardinal rule against whispering.

"Anna Dean is whispering; she may sit next to Henry Adams." This set the girls to giggling.

"What was you saying, Mary Wilcox? seems to me you was whispering. I should think the bad example of Anna Dean would have been enough."

"She said Henry Adams was Anna Dean's beau"—piped a boy on the front seat.

"Well, Mary Wilcox shall sit one side and Anna Dean on the other."

But this did not "kill" the whispering, as he hoped it would; so a novel plan was devised. In a few days the "English girl" was seen to whisper again.

"Anna Deane is whispering; she may go and stand in the entry. Then Mr. Stoddard went on, 'I am going to make some soup, some English soup, and I will tell you how it is made. You first get an Englishman or an English-woman that is fat and cut them up'— At this moment the door was heard to open, accompanied by the rushing out of terror-stricken feet.

"The English girl has gone," cried the boys.

"I guess she'll stop her whispering now," chuckled the master.

All the measures taken to produce order had failed, and he knew it, and the boys knew it. He had snapped the little boys under their noses for not knowing how to read, had put split sticks on the tongues of the girls, he had even whipped the large girls, he had made boys hold heavy books on their outstretched hands, he had made them stoop over, put a finger on a nail in the floor for an hour at a time, he had beaten their palms with his ruler, and he had brought in rods from the forest—but still disorder reigned—at least the master said so. And he came to the conclusion that he was not severe enough. Meanwhile an unseen spirit of rebellion was rising. Deacon Townsend's son Will had looked on and said nothing; he was a quiet, studious young fellow and made no objection to the "flickings," for these he as well as older persons thought to be a necessary part of school procedure. The tyranny, however, the evident enjoyment of the misery of the pupils roused the spirit of '76 in his soul. Between Will and Henry Adams a strong friendship had sprung up; the master hated both, for he felt that they despised him. Henry at the outset had taken a seat next to Charles Seymour, but was deprived of it. The school-boy right to pre-empt a seat had never before been questioned, but as the master determined to remove him he gave him his choice of another seat, and this he took next to Will Townsend.

Mr. Stoddard determined to take him from this seat also, in spite of his promises to the contrary. Henry pleaded his agreement, and so did Will, and this roused the anger of the master.

"I'll have no sass from either of you. I'm master of this school. You come out of that seat and sit there the rest of the winter"—pointing to a seat on a low bench with the small boys. As he did not move, he began to pound him with his heavy ruler. The act was too much for further endurance. He was suddenly grasped by a half dozen stout arms and thrust out of the door, and this strongly barred against him. It was the work of a moment. There had been no concert of action agreed on; each and all were roused by acts of tyranny; they could resist the feelings within them no longer.

## CHAP. II.

The deed was done; the boys stood aghast. They had "turned the master out doors" and would henceforth be considered as the wickedest of mankind; no explanation would clear them. What would their fathers and mothers say? The act created a great commotion in the district, where the boys were blamed; when they were absent, however, the master was held responsible. It was feared that a stronger man than Mr. Stoddard would be needed to rule the rebellious spirits. Meanwhile there was a vacation.

The next teacher was a young man who was preparing for college. Like so many other young men who afterward make their mark in the world, he was obliged to work his way. In the winter he worked for his board and went to school; in the summer he worked for the farmers. He was now ready for college and struggling to enter a class in advance. The appearance of Charles Southwick was certainly not encouraging to the trustees. He was pale and looked unable to cope with the stalwart fellows that would be his pupils. But he assured the school officers that he "believed the young men would behave well if well treated." This new doctrine was debated a good deal in the homes. Some laughed at it; the scholars, however, declared that it was the right way to get along with them.

"I tell you," said Will Townsend, "we are just like the rest of folks; we will resent being sat upon."

"Yes," said Charles Seymour, "I'm not going to be tied up by the thumbs as he did Tim Cole."

"Any man who abuses me must look out, now I warn him," said Josiah Hulbert. "I don't go to school to lie on the floor as Backy Dennis did; I go to learn."

These expressions of opinion were carefully listened to; most of the people shook their heads. Rebellion against the authority of the school master was something entirely new. They had not realized that the children as well as the parents were breathing the air of a republic.

The school opened again and the new teacher was carefully scanned. He seemed entirely self-possessed, and made a short address:—

"Scholars, I have been appointed to teach this school and

I am desirous of having you clearly understand that it is not because I am a giant; there are many here stronger than I am. I feel sure you all want to have a good school. Scholars appreciate and like a good school. Now, it takes two to make a quarrel and takes two to make a good school—the teacher and the scholars. If you will help we can have the best school in the town. The trouble you have had has given this district a bad reputation. Let every one try and show by good conduct that you were not to blame. I shall have but one rule and that is, Let each one try to do right."

The effect was magical. The perfect self-possession, the kind smile, the humor in the expression that he was not hired because he was a giant took wonderfully. The boys declared he was the best man since "the lame teacher." The wheels were again in motion. A new state of feeling sprang up. And now was enacted one of those scenes that only human genius can devise—for the teacher was such. Heaven now and then sends a man into this world to teach; it is his sole mission.

The school-room was crowded, and yet excellent order prevailed; the floor was neatly kept; the windows were shaded with newspapers for curtains; a new blackboard was erected and a few maps purchased; the pupils came in and went out in a civilized manner; an uncontrollable enthusiasm to study took hold of every one that soon spread to every home. When to this is added, that at night instead of reports of punishments the pupils spoke only of the pleasure they had experienced during the day, the surprise of the parents may well be conceived. They only asked themselves the question, How long will this last?

But it gave no signs of coming to an end. December went, January came, and the enthusiasm only increased; thus also February and March. To look forward to the closing of the school in March, cast a shadow on this pleasure.

No scholar had learned more rapidly than Henry Adams. The teacher and he were some what alike. Both the sons of widows, and both working for an education. Henry dared now and then to hope that he might one day go to college and complete his education. Among the new exercises devised by Mr. Southwick was that of a "School Paper." It was composed of writings of the pupils and the teacher—the best compositions of the former were put in it and an evening selected each week for literary exercises. This drew together the people from far and near. Sometimes the teacher gave a brief lecture, in addition the declamations of the boys, the reciting of poetry by the girls and the reading of "Echo," as the paper was called.

On Friday afternoons, an hour was devoted to impromptu speeches of the pupil was able. If not a quotation or a verse from the Bible or a maxim. Then followed answers to questions prepared by the pupils, and drawn from a box by the master.

On one occasion, instead of answering questions he said, "I will to-day take my turn. What are you going to do with yourself? Is my question?"

Charles Seymour was the first called on. He was the second son and a frank, fine appearing boy. With embarrassment he said:—

"I should like to get an education and be a doctor; it seems to me that a good doctor can do a great deal of good."

His brothers were surprised at this speech, for Charles had said nothing about it at home.

"William Townsend, next."

"I want to be an engineer and build railroads. I was reading of the good done by the men who have made inventions to aid in traveling and it is very interesting."

"Henry Adams, next."

"I shall be a teacher and try and have a good school and not make the scholars hate me as Mr. Stoddard—"

"No comparisons, Henry; speak no ill of the absent. Besides Mr. Stoddard had not that confidence in you that I have; but you are to talk this afternoon and I am to hear."

"Mary Carpenter, next," said the teacher pleasantly. It was a great effort for Mary to rise. She had been one of the best contributors to the "Echo,"—while all the pieces were strictly anonymous, yet the authors would be detected. There were some short poems that it was felt no one else could have written.

"I want to be a writer to write something that will make people better, and contented to be rich in thought and culture and not in money."

"A good object to live for—next, Warren Crandall."

"I'm going to stay a farmer but I shall go out to Illinois where there is better land than there is here."

"Next, James Powell."

This boy blushes up to his hair; he is one of a large family of nine; his father, a man with no force of character can hardly fill their mouths with food; and yet he has talents none of the rest perceive.

"I shall keep a store; I can get rich at that—like Mr. Durham."

Some smiled for they knew that James probably was not the possessor of a single copper. They little knew that in less than twenty years he would be one of the richest men in the state. The teacher checked the smiles, saying:—

"You do not know each other: you are all like a charge of powder, now; when the proper influence is applied you know what it does, sometimes great good and sometimes great harm, you all have power."

"Mary Wilcox, next."

Mary is a headless girl, full of good intentions; always asking when she opens her arithmetic, "How is that sum done?" without trying it herself; always speaking first and thinking next.

"Oh I shall not be anything; I shall wait on the rest."

"That is said by the Savior to be the great work of all. We shall all toil and if we do just the best we shall succeed. The time has come for a mission."

March came with snow storms and the school closed leaving many heavy hearts in the district, for Mr. Southwick was universally beloved. But one thing was apparent; new trains of thought had been awakened that would go on after, when he was absent. Henry Adams had got "a hold" on Latin and having procured an old grammar fastened it around his neck with a string so that he could snatch a moment here and there to commit to memory the declensions and conjugations.

James Powell was practising his penmanship so as "to get into a store." Mary Carpenter had borrowed Shakespeare and was reading with wonderful delight. William Townsend had bought a chemistry and was making experiments in the woodshed garret.

Thus through the district new blood seemed to course. The Promethean spark had been brought there and every heart seemed to have caught the glow.

Scattered far and wide are those boys and girls; yet they will never forget the scenes that transpired in the old Red School-House that winter. It was the only year when two masters were employed—and how different they were. One belonged to the old dispensation—now far in the past—a Chinese despotism; the other to the Christian civilization that is dawning all over the land. When it shall fully come every school shall have such a teacher and every teacher such a school.—*Scholar's Companion.*

## Some Things we Eat.

### STURGEON.

Did you ever have sturgeon for tea? Oh, yes, it is not uncommon to see it on every table at least once in a while. And a very nice tasting fish it is. We have the steaks smoked to a pretty brown, and when cut in thin slices it is often asked to be passed twice or three times around the table, for it is so generally liked.

Now this fish lives in fresh and salt water. It is caught at Hyde Park on the Hudson River with a net from five hundred to seven hundred feet long and thirty feet deep, made of heavy cotton twine well tarred. This costs from fifty to seventy-five dollars. A sturgeon of good size is worth from three to five dollars. The roe or eggs is exported in large quantities to Germany, France and Russia where it is made into a particular dish and thousands of pounds are eaten every year.

A CAT AMONG THE HEATHENS.—A missionary took a cat with him to the Island of Rarotonga, but puss, not liking her new abode, fled to the mountains. One of the new converts, a priest who had destroyed his idol, was one night sleeping on his mat, when his wife, who sat watching beside him, was terribly alarmed by the sight of two small fires gleaming in the doorway, and by the sound of a plaintive and mysterious voice. Her blood curdling with fear, she awoke her husband with wifely reproaches on his folly in having burned his god, who was now come to be avenged on them. The husband opening his eyes, saw the same glaring lamps, heard the same dismal sound, and in an agony of fright, began to recite the alphabet, by way of an incantation against the powers of darkness. The cat, on hearing the loud voices, felt as much alarm as she had caused, and fled in the darkness. A short while afterward the cat took up her quarters in a retired temple, where her "mews" struck terror into the breasts of the priests and worshippers who came with offerings to the gods. They fled in all directions, shouting, "A monster from the deep! A monster from the deep!" to return with a large body of their companions in full war array, with spears, shields and clubs, and faces blackened with charcoal. The cat, however, was too nimble for them, and escaped through the midst of their ranks, sending these brave warriors in every direction. That night, however, puss, tired of her lonely life, foolishly entered a native hut, and creeping beneath the coverlet under which the whole family were lying, fell asleep. Her purring awoke the owner of the hut, who procured the help of some other models of valor, and with their assistance murdered poor puss in her tranquil and confiding slumbers. But cats, though at first misunderstood, were afterward welcomed in Rarotonga, which was devastated with a plague of rats. The missionaries imported a cargo consisting of pigs, coconuts and cats.

NEARLY every one who has passed through New York harbor has noticed a scow or two anchored near the Battery, and also in Hell-gate. And to his inquiries, the answer is, "Removing reefs." This is a very important work, and should be understood. It was known that very extensive reefs existed, but nothing was done to remove them until about twenty years ago. Diamond reef covered four acres, and is now cut away so as to give twenty-six feet at low tide; this depth is chosen because the great sea steamers require it. A scow is anchored, and then a hole is drilled in the rock, and dynamite is put in and exploded; this substance is more powerful than powder. It is fired by a current of electricity sent on a wire. If the bottom is clay and stones a powerful stream of water is used; the stones are seized by powerful grappling irons and brought up and put on scows to be carried away.

HORSFORD'S ACID PHOSPHATE produces most excellent results in the prostration and nervous derangement consequent upon sunstroke.

A LARGE CARGO.—On the 16th of July a steamer left Boston with probably the largest cargo that ever left that port. It carried 160,000 bushels of grain, 225 cattle, 1,450 sheep, 12,000 bags of flour and 400 tons of general merchandise.



## BOOK DEPARTMENT.

## NEW BOOKS.

EVERY DAY ENGLISH. By Richard Grant White. Boston: Houghton, Mifflin & Co. Price \$2.

This is a companion volume to "Words and their Uses," by the same author, which we received a short time ago. "Every-Day English" is divided into four parts, each having a number of chapters: Speech, Writing, Grammar, Words and Phrases. Each part is interesting, the latter perhaps the most so. We repeat what we said of Mr. White in referring to his "Words and their Uses," that he is the American Trench, and echo the statement from the *Christian Intelligencer*: "We urge all who love our own noble language to buy and read for themselves this work, which we believe will, in the main, stand for years as one of the most correct and interesting treatises on the use of the English tongue."

AN ELEMENTARY TEXT-BOOK OF BOTANY. Translated from the German of Dr. Prauth, translation revised by S. H. Vines, with 275 illustrations. Philadelphia: J. B. Lippincott & Co.

This is a handsomely illustrated volume, and is divided into four parts, the Morphology, Anatomy, Physiology and Classification of Plants. The second treats in a full and interesting manner the subject of the cell, and probably no work does this so satisfactorily. The cell wall, the protoplasm and the development of cells are made clear. The part devoted to classification is not as full as our American treatises usually are, but the description is wonderfully condensed. There is no repetition. The volume is a valuable addition to the works on this subject, and will meet with favor. It is finely illustrated and printed in the good taste that characterizes the publishers.

MACAULAY'S ESSAYS. By Lord Macaulay. New York: I. K. Funk & Co. Price 15 cents.

This is the third of the Standard Series which is giving in inexpensive form books of standard value. Macaulay is great as a historian and critic. As the latter, profoundly so. The essays are on Milton, Dryden, Johnson, Budson, Athenian Orators, History, and Montgomery's Poems. The titles indicate their value and the position which they hold in English literature.

THE STANDARD SERIES. No. 22. Ilya of the King. By Alfred Tennyson. New York: I. K. Funk & Co. Price 20 cents.

This, considered the most beautiful of the Poet Laureate's works, is printed without abridgement, from the Dedication to the Passing of Arthur, in the order designed by Tennyson. It is neatly and clearly printed (as are all of the Standard Series) and will, we think, prove one of the best-selling on Mr. Funk's attractive list.

LITERARY STUDIES FROM THE GREAT BRITISH AUTHORS. By H. H. Morgan. St. Louis. G. J. Jones & Co.

The design of this book is to encourage an acquaintance with the masters of English Literature. Among the authors are Addison, Bacon, Browning, Burns, Byron, Campbell, Carlyle, Chaucer, Shakespeare, Goldsmith, Gray, etc. Nearly every great mind is represented. In addition to these selections, references are given to other desirable portions of these authors, to be consulted by the pupil. These references are very valuable. The volume will be of real service to a live teacher of literature. The selections are well made—in fact they are universally well made. Mr. Morgan evidently has excellent literary taste.

ROBERT RAIKES, Founder of Sunday Schools, 1780; a Standard Memorial Portrait, in Line and Stipple Steel Engraving.

This Portrait has been produced at a cost

of \$500, from the original Painting by Romney, in possession of Maj.-Gen. Raikes, London, by Rev. C. C. Goss, 97 Varick St., New York. Officially recognized by the London Sunday School Union, and S. S. workers of Great Britain, and circulated there among the various Sunday Schools. Endorsed by the leading clergymen of New York, and commended by them to the Sunday schools of this country. Half life size. Printed on plate paper, 22x28 inches—the only large steel plate of Raikes extant. Proof impressions, \$2 each. No inferior prints made from the plate. All Sunday Schools and S. S. workers desire it. Orders accompanied with the cash may be addressed to this office.

## MAGAZINES.

*Good Company* (No. eleven), is opened by Charles Dudley Warner in "Some Notes of Travel." The child-poet, Dora Read Goodale, has some verses about "A Summer Night Storm." Ellen W. Olney, who is always good in stories, contributes, "Robert Kent's Romance." A very sweet and tenderly written tale of married life is "Afterwards," by Mabel S. Emery, who has also a poem in this number. J. B. T. Marsh gives us some "Glimpses of English Homes." The latter half of this number contains short entertaining papers on different subjects.

The first of two papers on "Canoeing on the High Mississippi" is given in the August *Lippincott's*. The daughter of Charles Kingsley tells about "An Old English Home." Amelia E. Barr has a paper on "National Music as an Interpreter of National Character." George J. Varney writes on "Where Lightning Strikes." Another interesting paper is by Frederic G. Mather, "The Early Days of Mormonism."

The Sept. No. of the *North American Review* contains seven articles. The first by M. Charnay on "The ruins of Central America," illustrated from photographs. An expedition under the auspices of the American and French governments, of which M. Charnay is in charge, is now operating in Central America, and the explorations are likely to create a profound interest. Then follows "The perpetuity of Chinese institutions," from the pen of S. Wells Williams, who has been a resident in China for many years, and is thoroughly conversant with the language, institutions and social conditions which he discusses. Gen. John W. Clappitt writes upon "The trial of Mrs. Surratt." The author sincerely believes that Mrs. Surratt was innocent of the crime for which she suffered death, and expresses himself feelingly. "The personality of God" is treated by the metaphysical writer, W. T. Harris. R. B. Forbes gives some valuable suggestions in reference to "Steamboat disasters." Rev. E. Everett Hale follows with a paper upon "Insincerity in the pulpit." The number closes with a review of several recent works on the brain and nerves by Dr. Geo. M. Beard.

T. W. Bicknell, the editor of the *New England Journal of Education*, proposes to issue early in September a bi-monthly magazine styled "Education." In it will be discussed, by the leading educational writers of America and England, the art, science philosophy and history of education, in all its phases. The magazine will contain over one hundred octavo pages of reading matter, printed and bound in excellent style, with a steel portrait in the first issue of Rev. Barnas Sears, D.D., late general agent of the Peabody fund in the South. Articles will also appear in the first number from Dr. McCosh, Dr. Harris, Rev. R. H. Quick, Mr. F. B. Sanborn, Prof. Hallmann, Prof. Mer-

riam, Prof. Joynes, Miss Landers, Mrs. Hopkins, Dr. Sears and others.

No educational paper in England or America proposes to devote itself exclusively to the domain of higher education and to the philosophy which underlies all educational methods. This magazine proposes to discuss methods of education on the sides of philosophy and humanity. It is apparent that a large constituency of teachers is ready to give support to such a magazine. There is a large number of persons in our colleges and universities, in our normal schools, high schools, professional and technical schools, among school officials and the more thoughtful and progressive of the profession in all grades, who wish to read and study the best educational thought and opinion of the times. There are no rivals to confront this enterprise, and Mr. Bicknell may expect the support of all who desire to advance science, art, literature, education and religion.

## NEW MUSIC.

From Hitchcock's Music Store, 32 Park Row, N. Y. city, we have received the following: "The Bridge," by Miss M. Lindsay; price thirty cents. Longfellow's beautiful words are wedded to a pretty air by Miss Lindsay. It does not run higher than E, and thus is suited to a contralto voice. "When the tide comes in," by Harrison Millard. This is a fine descriptive song for mezzo-soprano or baritone, by the favorite ballad composer, Millard; price fifty cents. "The Brook," by Dolores (thirty cent.), words by the Laureate, is well known and liked. Its accompaniment imitates a brook.

The July number of Goulland's *Monthly Journal* is full of songs: "I love to sing," by Edward L. Hine; "The Lily Fair," by G. Anson Brown; "The Farmer and the Pigeons," by W. Taubert; "She's all the world to me," by Elizabeth Philp; "Loved eyes looked on thee, too," by G. Anson Brown; "Good-Bye, Dearest," by H. P. Danks, is one of the latest of John Church's publication (Cincinnati); "Wide West March," by Chas. E. Bray; a dashing marching piece in three flats; price thirty-five cents; "Forever Joyful," galop, by P. Faibrach (thirty-five cents.) A not very difficult piece for the piano. "Peggy Dear," a humorous quartet, by George Baker, (thirty cents.) Written in four sharps.

## PAMPHLETS.

"A Beautiful City Set Down by the Sea." By Mrs. A. Elmore. Manhattan Beach Hotel, N. Y. In an elegantly printed little pamphlet are twenty-one verses about the sea shore—the Manhattan Beach, once a barren strip of land, now a beautiful summer resort.—Chocolate Receipts, Dorchester, Mass. (Walter Baker & Co.) The famous firm for preparing chocolate has just issued this little book of tested receipts of chocolate in various forms—cakes, puddings, creams, candies, drinks, etc.—The Study of Languages brought back to its True Principles. By O. Marcel, Knt. Leg. Hon. New York: J. Fitzgerald, 143 Fourth avenue. Humboldt Library, No. 8. Price fifteen cents.—Barnard's American Journal of Education, Vol. 5. Hartford, Conn.: Henry Barnard.—Newspapers. By F. E. Beltschaver, Carlisle, Penn.—Hymns for Theists. Collected by E. P. Powell. Utica, N. Y.: Independent Religious Society.—Elements of Education. By Chas. J. Buell. Syracuse, N. Y.: Davis, Bardeen & Co.

ANDREW J. RICKOFF was on May 17 re-elected for two years superintendent of the public schools of Cleveland, at the same salary, \$3,300. This is his seventh re-election; Mr. Rickoff stands in the front rank of American educators.

Mr. R. T. Auchmuty has offered the trustees of the Metropolitan museum the use of a piece of ground in First avenue, near Sixty-seventh street, for three years, free of rent. Moreover, he proposes to erect at his own expense a suitable building for an industrial art school, and to support the school for three years, allowing it to be under the supervision of the trustees. This he does to prove the advantages of such a school. It is expected that this new building will be ready for use in the fall. There will be classes in drawing and designing as applied to wood work and iron, and a painting department, in which will be taught the principles of mixing colors, their chemical composition, the effect of light and temperature upon them, etc.

## Cured of Drinking.

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An Arab wandering in the deserts, and having eaten nothing for two days, was ready to expire with hunger. As he passed by one of the wells used by the caravans to water their camels, he perceived on the sand a little leathern bag. He took it up; and feeling something within, "Thanks be to Allah!" said he, "these are, I doubt not, either dates or nuts." Elated with this expectation, he hastened to open his bag but as soon as he saw what it really contained, "alas," said he, in an agony of distress, "here are only pearls!"

A young student, showing the museum at Oxford to a party, produced a rusty sword, which he assured them was the identical sword with which Balaam was about to kill his ass. One of the company observed that he thought Balaam had no sword, but only wished for one. "You are right," said the student, "and this is the very sword that he wished for!"

## Kidney-Wort always cures.

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In examining an applicant for a teacher's certificate, an English inspector of schools asked "Who was Oliver Cromwell?" The answer came, "Oliver Cromwell was a most ambitious man, who lived in the middle ages. He became complete master of this country, and it was by his order that the king's head was cut off. He was afterwards reduced to a state of abject poverty, filled with remorse and haunted by the memory of his past wickedness. On his death-bed he made use of these ever-memorable words 'O Cromwell! Cromwell! had I but served my God as I served my king, he would not have left me in this condition. An old man broken with the storms of state laying his bones among ye.'

It was at a school not a thousand miles from Newburgh. The teacher had been giving out words which the scholars were to incorporate into sentences. He gave to one young miss the word "obligatory." He explained that the word obligatory meant binding. The young lady laid her head upon her hand and seemed puzzled. But in a moment or two her eye rested on her well-worn spelling-book, and her features brightened as a happy thought seemed to strike her. The next instant the astonished teacher read the sentence, "The obligatory of my spelling-book is worn out."

A ton of gold or silver contains 29,166.66 ounces. A ton of gold is worth \$602,875. A ton of silver at the present rate per ounce, is worth \$32,000. A cubic foot of gold weighs 1,200 pounds, and is worth about \$360,000. A cubic foot of silver weighs 600 pounds, and is worth \$10,000. The value of gold coin, bars and bullion in circulation in the world, is estimated at \$3,500,000,000. This would make in a mass a twenty-five foot cube.

The Font and the Altar.—A gentleman of eighty-four having taken to the altar a very young damsel, the clergyman led the way to the font. "What do I want with the font?" said the old bridegroom. "I beg your pardon," replied the clergyman, "I thought you had brought this child to be christened."

## Wicked for Clergymen.

Rev. —, Washington, D. C., writes: "I believe it to be all wrong and even wicked for clergymen or other public men to be led into giving testimonials to quack doctors or vile stuffs called medicines, but when a really meritorious article made of valuable remedies known to all, that all physicians use and trust in daily, we should freely commend it. I therefore cheerfully and heartily commend Hop Bitters for the good they have done me and my friends, firmly believing they have no equal for family use. I will not be without them."—*New York Baptist Weekly*.

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